

## **LR 2715, An Act To Implement Certain Recommendations of the Task Force on School Leadership**

**Emergency preamble.** Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

**Whereas**, the research conducted by the Task force on School Leadership reported that about one third of all Maine principals change jobs every two years; and

**Whereas**, this means that close to 33% of Maine schools experience a change in leadership every two years and the school districts, as a result, need to go through the time intensive process of hiring a new principal and habituating the person to the school district and the community; and

**Whereas**, in order to enable the assistance and resources proposed in this bill to promote the recruitment, selection, preparation of school principals and schools leaders must be enacted prior to the convening of the 2016-2017 school year; and

**Whereas**, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

**Be it enacted by the People of the State of Maine as follows:**

**Sec. 1. 20-A MRSA, §2601, sub-§2, ¶B** is amended to read:

**2. Collaborative agreement.** "Collaborative agreement" means an agreement to share the responsibility for and cost of the delivery of certain administrative, instructional and noninstructional functions. "Collaborative agreements" includes, but is not limited to:

- A. Shared purchasing or contract agreements;
- B. Agreements for shared staff or staff training, including collaborative programs and support services for pre-service and in-service training;
- C. Agreements to share technology or technology support;
- D. Agreements to provide special education programs and support services;
- E. Agreements to share accounting, payroll and financial management services;
- F. Agreements to coordinate transportation routing and vehicle maintenance;
- G. Agreements to share food service planning and purchasing; and
- H. Agreements to coordinate energy and facilities management.

**Sec. 2. 20-A MRSA, §2651, sub-§2** is amended to read:

**2. Use of fund.** The department shall award grants from the fund to school administrative units, municipalities, counties and groups of 2 or more such entities, including such groups that have

entered into a collaborative agreement pursuant to chapter 114, to fund the costs of implementing changes in governance, administrative structures or policies that result in the creation of consolidated school administrative units; purchasing alliances; innovative, autonomous public schools, teacher-led schools, innovative public school districts or innovative public school zones; regional delivery of collaborative programs and educational services; regional school leadership academies; or collaborations of municipal-school service delivery or support systems, with the purpose of improving educational opportunity and student achievement. Grants must be used to implement changes that will be sustained by the school administrative unit, municipality or county without the need for additional grants from the fund or other sources.

**Sec. 3. MRSA Title 20-A, Chapter 502-A** is enacted to read:

**CHAPTER 502-C**  
**REGIONAL SCHOOL LEADERSHIP ACADEMIES**

**§13111. Definitions.**

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings.

**1. Collaborative agreement.** “Collaborative agreement” means an agreement pursuant to section 2601, subsection 2, paragraph B between 2 or more school administrative units to form a collaborative partnership that specifies each school administrative unit’s responsibility for and cost of the delivery of certain administrative, instructional and noninstructional functions, including collaborative programs and support services, for pre-service and in-service staff training for school principalship and other school leadership positions over a 3-year period.

**2. Collaborative board.** “Collaborative board” means the governing body of the regional school leadership academy composed of one representative from each of the school administrative units participating in the collaborative partnership and the department. The collaborative board has direct oversight over the approval of the academy plan developed in accordance with the collaborative agreement.

**3. Collaborative partnership.** “Collaborative partnership” means a regional school leadership academy collaborative partnership formed pursuant to this chapter between 2 or more school administrative units that provide cohort-based professional development and career pathways, including pre-service training for prospective candidates for school principalship and other school leadership positions and in-service training for new employees for school principalship and other school leadership positions.

**4. Regional school leadership academy.** “Regional school leadership academy” or “academy” means a professional development consortium formed by a collaborative partnership between 2 or more school administrative units that enter into a collaborative agreement that combines state and local programs and resources, including the preparation, licensure, certification, professional development and training for educational leadership, into a coherent system that can significantly improve the recruitment and preparation of prospective candidates for school principalship and other leadership positions, as well as the induction, mentoring and retention of principals and school leaders during the first two years of employment in their school leadership positions.

## **§13112. Establishment**

Beginning July 1, 2016, a regional school leadership academy, referred to in this chapter as an “academy,” may be established under a collaborative agreement between 2 or more school administrative units.

**1. Regional academy mission.** The mission of the academy involves enhancing the quality of the pre-service and in-service training programs for school principalship and other school leadership positions and improving the distribution, supply and quality of school leadership personnel in underserved school administrative units in the State, and to develop appropriate professional development pathways at participating schools in the regional academy. The academy shall fulfill their mission by working in coordination with department staff, educational leadership trainers and mentors, and high performing educational leaders employed within the regional partnership.

**2. Regional academy plan goals.** The department, the state board and school administrative units shall work in cooperation with educator preparation programs at public postsecondary education institutions and education stakeholders including the Maine Principals’ Association, the Maine School Superintendents Association and the Maine School Boards Association or their successor organizations, to support the establishment of collaborative partnerships that may create collaborative agreements to form regional school leadership academies. School administrative units may designate or establish an academy as long as the plan developed in accordance with the collaborative agreement and approved by the governing board is consistent with the following goals:

A. Improving student learning and development by providing preparation, training and support for educators, principals and other school leaders that enable students in their schools to graduate college and career ready;

B. Identifying and recruiting prospective candidates for school principalship and school leadership positions;

C. Contracting with a marketing or branding firm to help build recruitment strategies that coach school administrators how to make credible pitches to prospective candidates that would entice them to consider becoming a principal or school leader;

D. Establishing and maintaining long-term partnerships with school administrative units in their region that create and maintain a skilled and adaptable principalship and school leadership preparation program;

E. Enhancing the recruitment, pre-service training, education and preparation opportunities for Maine educators that allows them to prepare for future principal and education leadership positions in schools in the State;

F. Providing Maine educators that seek to upgrade their education, skills and credentials in order to facilitate their career advancement and enhance their job security;

G. Establishing, at a minimum, two years of programming to support the implementation of school leadership induction and mentoring programs that promote excellence in school leadership, improve classroom instruction, enhance student achievement, build a supportive environment within school administrative units, increase the retention of promising school leaders, and promote the personal and professional well-being of school leaders;

H. Promoting the selection process for mentors that enhances the support for beginning principals and other school leaders; and

I. Creating a budget to provide resources for the academy's programs, collaborative organizational structures, program evaluation, and plan for the program's sustainability; and

**3. State assistance.** The department and the state board shall provide the following services and resources to assist school administrative units that form a regional school leadership academy:

A. Provide state leadership guidance to help school administrative units create the supports and conditions to grow professional development their own leadership;

B. Bring together state education policy officials from the department and the state board to work in partnership with education leadership professionals the Maine School Boards Association, the Maine School Superintendents Association, the Maine Principals' Association or their successor organizations, the University of Maine System and other public postsecondary educator preparation programs, statewide education associations and other key education stakeholders to enhance the promotion of collaborative partnerships between school administrative units; and

C. Provide assistance and resources to regional academies to encourage teachers and educators to become candidates for school leadership positions, to provide pathways for aspiring candidates to explore, study, practice and take on leadership roles in their schools, and to employ mentors and coaches to provide training for newly hired school principals and school leaders that improves their awareness of standards based instruction and learning, and develops their leadership skills. Beginning in fiscal year 2016-17, the department shall consider providing the following resources:

(1) Awarding state grant funds from the Fund for the Efficient Delivery of Educational Services pursuant to chapter 114-A for academies that apply and qualify for such grants; and

(2) Allocating state funding pursuant to section 15681, subsection 7 and section 15688-A, subsection 8 to school administrative units that enter into a collaborative agreement to form a regional school leadership academy.

**4. Gifts, grants and donations.** School administrative units that enter into a collaborative agreement to form a regional school leadership academy may seek and accept public and private gifts, grants and donations to offset the costs of developing and implementing the plan for the school administrative units that enter into a collaborative agreement to form a regional school leadership academy. A gift, grant or donation received pursuant to this subsection must be approved prior to the receipt of the gift, grant or donation by the school boards for the school administrative units that enter into the collaborative agreement.

### **§13113. Report**

The commissioner shall provide to the joint standing committee of the Legislature having jurisdiction over education an annual report that must include information regarding each regional education leadership academy established under this chapter, including the name and location of the academy; the number of educators trained, mentored and coached; the dollar amount expended; and, where applicable, the number of educators who were employed as school leaders.

#### **§13114. Pilot project for regional school leadership academies**

The department is authorized to designate 3 regional school leadership academies established in accordance with this chapter as part of a 3-year pilot project beginning in the 2016-2017 school year. The commissioner shall provide state funding to the school administrative units in which the designated regional school leadership academies are located and may employ a state educational leadership academy coordinator to implement this pilot project. Annual state allocations for this pilot project may not exceed \$150,000.

This section is repealed July 1, 2019.

**Sec. 4. 20-A MRSA, §15681, sub-§1, ¶E** is enacted to read:

E. To receive targeted regional school leadership academy funds, a school administrative unit must have or be in the process of developing a regional school leadership academy partnership pursuant to chapter 502-C.

**Sec. 5. 20-A MRSA, §15681, sub-§7** is enacted to read:

**7. Targeted funds for a regional school leadership academy.** For regional school leadership academy funds beginning with the 2016-2017 school year, the commissioner shall calculate the amount available to assist school administrative units in developing and implementing a regional school leadership academy pursuant to chapter 502-C.

**Sec. 6. 20-A MRSA, §15688-A, sub-§8** is enacted to read:

**8. Regional school leadership academy.** Beginning in fiscal year 2016-17, the commissioner may expend and disburse funds to support the establishment of regional school leadership academies pursuant to chapter 502-C.

**Emergency clause.** In view of the emergency cited in the preamble, this legislation takes effect when approved.

#### **SUMMARY**

This bill is reported out by the Joint Standing Committee on Education and Cultural Affairs pursuant to Resolve 2015, chapter 46, section 7. The bill includes certain recommendations proposed in the report submitted by the Task Force on School Leadership established for consideration by the 127th Legislature.

The joint standing committee has not taken a position on the substance of the report or this bill; and by submitting this bill the committee is not suggesting and does not intend to suggest that it agrees or disagrees with any aspect of the recommendations and the necessary changes to the Maine Revised Statutes, Title 20-A included in the report or this bill. The joint standing committee is submitting the bill for the sole purpose of turning certain proposals in the report into a printed bill that can be referred to the committee for an appropriate public hearing and subsequent processing in the normal course of business. The joint standing committee is taking this action to ensure clarity and transparency in the legislative review of the proposals included in the report submitted by the Task Force on School Leadership.